

Chappell Croft Nursery

Inspection report for early years provision

Unique reference number 113424
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Inspector Daphne Prescott

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Chappell Croft Nursery is privately owned. It opened in 2000 and operates from a large three storey detached house in Worthing, West Sussex. The children are accommodated on the ground and first floors and there is an outside play area to the rear of the property.

A maximum of 40 children under eight years may attend the nursery at any-one time. The nursery is open each weekday from 08:00 to 18:00 throughout the year. There are currently 67 children aged under five years on roll, some in part-time places. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs nine staff, of whom seven hold appropriate early years qualifications. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are very happy, relaxed and settled in the nursery. Staff are knowledgeable in providing a stimulating and interesting environment to encourage children's learning. Consequently children are making good progress towards the early learning goals. Partnership with parents is effective and ensures good relationships are developed which impacts on helping children achieve. The needs of every child are carefully assessed and staff work closely with parents to ensure that children's individual needs are met. The self-evaluation is an ongoing activity which monitors the strengths and weaknesses of the setting and ensures continuous improvements. The staff team are all invited to contribute, which gives them a sense of purpose and involvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide opportunities through everyday activities which help children to learn to link sounds to letters
- encourage children to experiment with writing their own name.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment with particular regard to the windows upstairs and review it regularly; include aspects of the environment that need to be checked on a regular basis: maintain a record of these

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particular aspects and when and by whom they have been checked and implement any findings (Suitable premises, environment & equipment).

The leadership and management of the early years provision

The owners and the manager of the nursery work closely to offer secure and effective leadership and management. This means that staff are well supported and have good knowledge of the written policies and procedures to ensure that children's care, learning and development are promoted at all times. The management and staff are working hard to ensure that their provision is continuously improving. A detailed self-evaluation is used effectively to identify strengths and monitor any areas needing improvement. Furthermore, all previous recommendations from the last inspection have been appropriately addressed to enhance the well-being of the children. The staff team work well together to provide an exciting and challenging environment for children to learn and make good progress in their development. They provide caring and supportive encouragement to children in their play and learning. Staff sensitively encourage all children, and are particularly aware of those who are new to the setting, and may be distressed or need reassurance. For example, distracting their attention to another activity or providing a reassuring cuddle when needed. Children benefit from warm and caring interactions with staff who obviously thoroughly enjoy the children's company.

Clear and robust recruitment procedures are in place to ensure all adults working with the children are suitable to do so. Staff have a good understanding of the safeguarding policy and know what action to take if they were concerned for a child's well-being. The premises are secure and records are kept of all visitors. Effective deployment of staff ensures that children are well supervised, which promotes the safety of the children. Although the setting are vigilant about children's safety written risk assessments have not been sufficiently recorded and lack the necessary details. In addition, a specific part of the upstairs windows poses some risk to children's safety. An appropriate number of staff are first aid trained to ensure that children receive appropriate care in the event of an accident. Written reports of accidents are signed by parents. A clear sickness procedure is followed which means that children are cared for at home when they are unwell.

Partnership with parents is very positive, with informative notice boards, newsletters and regular contact with parents about their child's progress through, open evenings, children's learning journals, daily feedback sheets and discussion. There is an effective key worker system so new parents are made welcome and are well informed about many aspects of the setting. Parents and staff work together to settle the children into the setting following a well established procedure which can be adjusted for each child. Detailed information is gained from parents about children's individual care needs and staff make sure that children have appropriate food, comforters if required and sleep when they need it. Furthermore, children's starting points are recorded on admission through the use

of 'All about me' sheets. All of the necessary permissions are gained in writing from parents.

The quality and standards of the early years provision

The staff team have a good understanding of the Early Years Foundation Stage (EYFS) which means they are confident in the delivery of the curriculum. Observations, discussions with staff, plans and photographs show that the children enjoy a broad and well balanced range of activities.

Children make good progress in relation to their starting points and are becoming confident and enthusiastic learners. Staff maintain detailed records of children's achievements which are recorded in their learning journals. These records are used to identify next steps in learning for individual children and form the basis of weekly planning.

The setting is well organised and encourages children to develop their independence to choose their own activities. Children engross themselves really well in free-play with their friends. They are engaged and eager to learn, they are excited with activities provided and benefit from the friendly interaction with staff. For example, children learn to count through much loved action rhymes and have great fun singing. They show good imagination in their play as they dress up, pretend to feed their dollies and cuddle them when they are sleeping. They have easy access to a selection of story books in a comfortable reading area. Their curiosity is developing as a child notices a worm whilst playing in the garden and shows the adult. The adult carefully talks to the children about being kind to insects and extends their interest by looking more closely and asking questions. Staff provide them with a good range of sensory materials including sand and play dough, and the children handle them with pleasure. Children draw and mark make with a variety of writing materials. For example, they thoroughly enjoy mark making with chalks on the ground outdoors. Art and craft activities help children to express their own ideas using a good range of resources and media. For example, they enjoy sticking and painting activities. Although, the more able children are not encouraged to write their own names on labelling their art work or sound out and name the letters during everyday activities. The youngest children play happily in their own rooms where they can safely explore their environment. They play with stimulating toys and resources which attract their interest. These resources include treasure baskets filled with objects for babies to touch and feel. Younger children's language skills are beginning to develop well in the setting as they take part in conversations and become more confident in explaining their work and ideas. For example, they engage in activities that require them to notice shape and sizes. Staff help younger children to sort building bricks for building and the children easily find bricks of the correct shapes and sizes when they are constructing towers.

Relationships in the nursery are very good. Children are very well behaved, confident and polite. They understand the rules and boundaries of the setting and children learn to treat each other with respect because the staff are good role models. They have very positive relationships with the staff and benefit from lots of praise and encouragement. Children develop healthy lifestyles as they have

inside and outside play opportunities to be active. For example, they are keen to take part in dance activities with staff. They clap hands, stretch, and jump about energetically and the staff infect the children with their enthusiasm. They are developing good attitudes towards healthy eating because the food that is offered is tasty, nourishing and wholesome. They demonstrate their growing independence when older children pour out their own drinks and help to serve their own food. In the youngest children's rooms they are given regular drinks to quench their thirst. Staff sit with them and encourage good table manners and they help the children to enjoy the social aspect of their mealtimes. Children learn about hygiene through good role modelling of staff, in the cleaning of tables before eating and the importance of hand-washing. Children learn about keeping safe within the setting. They take part in regular fire drills which ensures they learn about how to evacuate the building safely. They are also reminded about the importance of not running indoors.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met